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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1 Extend and compare numerical and geometric sequences and classify patterns as growing or repeating, e.g. 2, 4, 8, \_, \_, grows and the following sequence repeats: (Includes TMM Counting Around the Class and Quick Images)  1.1.2. Describe relationships and describe the rules for number patterns using equations, e.g., in this sequence 1, 6, 16, 36 …, to get the next number the current number can be doubled and four added to the product  1.3.4.      Represent possible values by using symbols, e.g., variables, to represent quantities in expressions and number sentences. Use number sentences (equations) to model and solve word problems.(Includes TMM Counting Around the Class and Quick Images)  1.3.5. Solve problems and demonstrate an understanding of equivalence in mathematical situations that reflect the commutative and associative properties of addition and multiplication of whole numbers and the distributive property.(Includes TMM Counting Around the Class and Quick Images)  2.1.5.    Relate multiplication and division to number patterns and models of groups and rectangular arrays. (Includes Counting Around the Class and Quick Images)  2.1.12. Express a ratio or division problem as a fraction and describe the relationship between the divisor and the remainder written as a fraction. For example: When determining the number of groups of 3 in 14, we say 14 ÷ 3 = 4 with a remainder of 2 or 4 ⅔).  2.2.16.    Create story problems to match a given number sentence (equation).  2.2.17.    Recall the multiplication and division facts 1 through 10.(to 12) MFF Initiative(Includes TMM Counting Around the Class and Quick Images)  2.2.18.    Write multiplication and division story problems involving basic facts and two- and three-digit by one-digit numbers to match a given number sentence and vice versa; solve the problems using strategies that include models and arrays and justify the solutions |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |